Fayette County
Bryan Station High School
School Leadership Assessment Report

02/05/2012 - 02/10/2012

School Leadership Assessment Executive Summary
Bryan Station High School
Fayette County School District
2/5/2012 - 2/10/2012

Mike Henderson, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Bryan Station High School during the period of 2/5/2012 - 2/10/2012. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal has not ensured communication among stakeholders is clear, timely and interactive.
Next Steps	The principal should establish a comprehensive communication plan that addresses internal and external communication. The plan should identify how information from meetings (e.g., school council, committees, professional learning communities, department chairpersons, leadership team) will be disseminated to the staff and appropriate stakeholders. The principal should require all organized committees to regularly submit meeting agendas and minutes to school leadership for dissemination to appropriate stakeholder groups, including the school council.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal has not held all school leaders and teachers accountable for their role in school improvement.

Next Steps	The principal should hold school leaders (e.g., associate principals, staff in leadership positions) and teachers accountable for improving student behavior, instructional capacity and student achievement. The principal should clearly delineate the responsibilities of each associate principal and monitor to ensure each is carrying out the mission of the school. The principal should ensure he and his associates continuously and aggressively monitor classroom practices and provide feedback and support to teachers. The principal should ensure that all teachers understand and implement a behavior management program consistently throughout the school. The principal should ensure the associate principals handle discipline referrals promptly and fairly, communicate with teachers about actions taken and view teachers as partners in improving student behaviors.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal has not established an effective intervention system to meet the needs of students who need additional assistance.
Next Steps	The principal should ensure a school master schedule is created that addresses the needs of students achieving below their peers in reading and math. School leadership should ensure students are placed in intervention classes based on diagnostic data and classroom performance. The plan should include ongoing progress monitoring to identify how to group and regroup students as their learning needs change. The plan should include adequate time in the school schedule to provide quality intervention. The principal should ensure the program is monitored.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal has not established systems to monitor, evaluate and modify the use of all resources.
Next Steps	The principal should ensure all resources (i.e., fiscal, human, physical) are effectively used and are producing intended results. He should maximize use of instructional and non-instructional staff by clearly defining roles and responsibilities for each individual. He should develop a budget and allocate resources based on identified needs rather than previous expenditures. The school council should adopt a policy and the principal should implement procedures to evaluate programs and resource use.

School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The principal has not established one comprehensive behavioral management plan.
Next Steps	The principal should collaborate with the staff to develop one comprehensive behavioral management system for Bryan Station High School. The principal and his associates should monitor to ensure procedures are implemented and provide support to teachers as they improve their classroom management skills. The principal should establish a process whereby teachers are kept informed about actions taken after referring students to leadership because of discipline issues. The principal should hold associates, school leaders and teachers accountable for improving student behavior. The principal should investigate how to maximize the use of all staff members (e.g., school resource officers' schedule and responsibilities, associate principals' supervision assignments, certified non-teaching staff supervision schedules and responsibilities) to aggressively address student behavioral issues.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The principal has not ensured classroom practices are effective.
Next Steps	The principal should develop a schedule to ensure he and his associates conduct ongoing classroom observations, provide meaningful, specific and timely feedback and support teachers as they work to improve instruction and assessment practices. The principal should hold himself, his associates, certified non-teaching staff members and teachers accountable for advancing student achievement. He should maximize the evaluation process to ensure ongoing monitoring and support is provided to teachers and non-teaching certified staff members to promote instructional improvements and student achievement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Bryan Station High School

KDE 2012 School Leadership Assessment Report
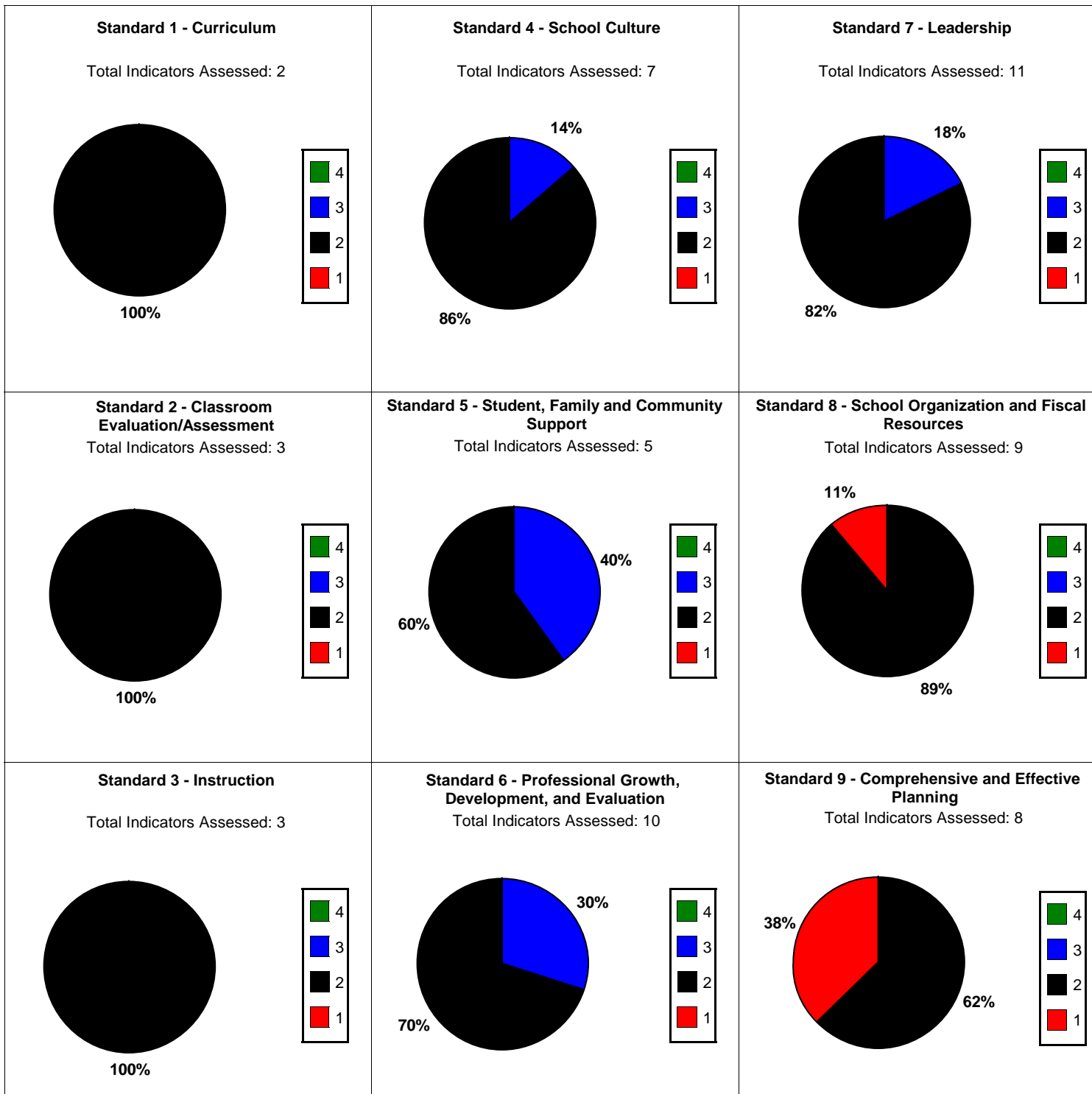## At-a-Glance

The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation

Standard 1 - Curriculum

Total Indicators Assessed: 2

100%

Legend: 4, 3, 2, 1

Standard 4 - School Culture

Total Indicators Assessed: 7

14%

86%

Legend: 4, 3, 2, 1

Standard 7 - Leadership

Total Indicators Assessed: 11

18%

82%

Legend: 4, 3, 2, 1

Standard 2 - Classroom Evaluation/Assessment

Total Indicators Assessed: 3

100%

Legend: 4, 3, 2, 1

Standard 5 - Student, Family and Community Support

Total Indicators Assessed: 5

40%

60%

Legend: 4, 3, 2, 1

Standard 8 - School Organization and Fiscal Resources

Total Indicators Assessed: 9

11%

89%

Legend: 4, 3, 2, 1

Standard 3 - Instruction

Total Indicators Assessed: 3

100%

Legend: 4, 3, 2, 1

Standard 6 - Professional Growth, Development, and Evaluation

Total Indicators Assessed: 10

30%

70%

Legend: 4, 3, 2, 1

Standard 9 - Comprehensive and Effective Planning

Total Indicators Assessed: 8

38%

62%

Legend: 4, 3, 2, 1

Standard - 1 - Academic Performance
Curriculum

1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations

1.1b District initiates, facilitates discussions among schools regarding curriculum standards

1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps

1.1d Evidence of vertical communication, intentional focus on key curriculum transition points

1.1e School curriculum provides specific links to continuing education

1.1f Systematic process for monitoring, evaluating and reviewing curriculum

1.1g Curriculum provides access to a common academic core

Standard - 2 - Academic Performance
Classroom Evaluation/Assessment

2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content

2.1b Teachers collaborate in the design of authentic assessment

2.1c Students can articulate what is required to be proficient

2.1d Test scores are used to identify curriculum gaps

2.1e Assessments designed to provide feedback on student learning for instructional purposes

2.1f Performance standards communicated, evident in classrooms, observable in student work

2.1g Assessment and Accountability Program is coordinated by school and district leadership

2.1h Samples of student work are analyzed

Standard - 3 - Academic Performance
Instruction

3.1a Evidence that effective and varied instructional strategies are used in all classrooms

3.1b Instructional strategies and learning activities are aligned

3.1c Instructional strategies/activities are consistently monitored...diverse student population

3.1d Teachers demonstrate content knowledge

3.1e Evidence teachers incorporate the use of technology

3.1f Instructional resources are sufficient to deliver the curriculum

3.1g Teachers examine and discuss student work

3.1h Homework is frequent and monitored, tied to instructional practice

---

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

Blue 3- Fully functional and operational level of development and implementation

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Standard - 4 - Learning Environment
School Culture

4.1a Leadership support for a safe, orderly and equitable learning environment

4.1b Leadership creates experiences that all children can learn

4.1c Teachers hold high expectations for all students

4.1d Teachers, staff involved in decision-making processes regarding teaching and learning

4.1e Teachers accept their role in student success

4.1f School assigns staff...opportunities for ALL students

4.1g Teachers communicate regularly with families

4.1h Evidence that the teachers and staff care

4.1i Multiple communication strategies...to all stakeholders

4.1j Evidence that student achievement is highly valued

4.1k The school/district provides support...needs of all students

Standard - 5 - Learning Environment
Student, Family and Community Support

5.1a Families and the community are active partners

5.1b All students have access to all the curriculum

5.1c Reduce barriers to learning

5.1d Students are provided opportunities to receive additional assistance

5.1e School maintains an accurate student record system

Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation
Professional Development

6.1a Support for the long-term professional growth of the individual staff members

6.1b The school has an intentional plan for building instructional capacity

6.1c Staff development priorities..alignment..goals for student performance

6.1d Plans for school improvement directly connect goals for student learning

6.1e Professional development is on-going and job-embedded

6.1f Professional development planning connect student achievement data

Professional Growth and Evaluation

6.2a Clearly defined evaluation process

6.2b Leadership provides the fiscal resources for the appropriate professional growth

6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency

6.2d A process of personnel evaluation which meets or exceeds standards set in statute

6.2e The school/district improvement plan identifies specific instructional leadership needs

6.2f Evaluation process to provide teachers..change behavior and instructional practice

---

Standard - 7 - Efficiency
Leadership

7.1a Leadership has developed and sustained a shared vision

7.1b Leadership decisions focused on student academic data

7.1c All administrators have a growth plan

7.1d Evidence that the leadership team disaggregates data

7.1e Leadership ensures all instructional staff...access to curriculum related materials

7.1f Leadership ensures that time is protected...instructional issues

7.1g Leadership plans and allocates resources

7.1h School/district leadership provides policy and resource infrastructure

7.1i Process for the development and the implementation of council policy

7.1j SBDM council has an intentional focus on student academic performance

7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency

Standard - 8 - Efficiency - School Organization and Fiscal Resources
Organization of the School

8.1a School is organized...use of all available resources

8.1b All students have access to all the curriculum

8.1c Staff are allocated based upon the learning needs of all students

8.1d Staff makes efficient use of instructional time

8.1e Staff...planning vertically and horizontally across content areas

8.1f Schedule aligned with the school's mission

Resource Allocation and Integration

8.2a Clearly defined process (in accordance with the school council allocation formula)

8.2b Budget reflects decisions directed by an assessment of need

8.2c Councils, school boards analyze funding and other resource requests

8.2d Resources are allocated and integrated to address student needs

Standard - 9 - Efficiency - Comprehensive and Effective Planning
Defining the School Vision, Mission, Beliefs

9.1a Collaborative process used to develop the vision, beliefs, mission

Development of the Profile

9.2a Planning process involves collecting, managing and analyzing data

9.2b Use data for school improvement planning

Defining Desired Results for Student Learning

9.3a School and district plans reflect learning research, expectations for student learning

9.3b Analyze their students' unique learning needs

9.3c Results for student learning are defined

Analyzing Instructional and Organizational Effectiveness

9.4a Strengths and limitations are identified

9.4b Goals for building, strengthening capacity

Development of the Improvement Plan

9.5a Steps for school improvement aligned with improvement goals

9.5b Plan identifies resources, timelines

9.5c Evaluating the effectiveness of improvement plan

9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results

Implementation and Documentation

9.6a Plan is implemented as developed

9.6b School evaluates the degree to which it achieves the goals and objectives for student learning

9.6c The school evaluates the degree to which it achieves the expected impact

9.6d Evidence of attempts to sustain the commitment to continuous improvement

Focus on Student Academic Performance

The school leadership assessment report contains many important findings the school should consider. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.

Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.

Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Bryan Station High School during the period of 2/5/2012 - 2/10/2012.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (117) and formal interviews and informal discussions with teachers (128), students (117), parents (11), Family Resource/Youth Services Center staff members (2), central office personnel (2), support staff members (59), associate principals (3), counselors (6) and the principal.

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from working conditions surveys, leadership assessments and efficiency reviews. All of these results were considered in the development of this report.

The school leadership assessment report was based upon examination of the documents provided in the school portfolio, team experiences and observations. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Efficiency. Each of the nine standards for success in Kentucky schools is addressed in the following pages.

The chairperson of the team was Mike Hurt - District Leadership. The other team members were Janet L. Hurt, Ph.D-District Leadership, Larry G.Stinson Ed,D-District Administrator, Marilyn C King - Teacher, Carol Ann Higdon - Building Administrator, Sharon Baker Knight - Building Administrator, Gayle H. Mills-Teacher, Henry G. Marks-Higher Education, Joyce O. Watson-District Administrator, Margaret Cleveland-Parent, Cindy Price-Parent, Kelly Foster-Educational Recovery Leader.

Academic Performance

The following Academic Performance Standards address curriculum, classroom evaluation/assessment and instruction.

Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.

Standard 9: The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

<p style="text-align:center">**Kentucky Department of Education**</p>

<p style="text-align:center">**School Leadership Assessment Summary Report**</p>

<p style="text-align:center"># Bryan Station High School</p>

<p style="text-align:center">**Fayette County School District**</p>

<p style="text-align:center">2/5/2012 - 2/10/2012</p>

Summary Findings in: **Academic Performance**

Standard 1   **Curriculum**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, student homework with teacher feedback and student work

Interviews with assistant principal, classified staff, principal, students and teachers

Observations of classrooms and hallways

Performance Rating   2

1.1d   There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

School leadership has not developed a systematic process to facilitate discussions between feeder and high school teachers to determine key transition points in the curriculum. Some curriculum discussions occur between feeder and high school staff at AdvanceKentucky meetings held three times a year. Eighth grade teachers from four feeder schools and Bryan Station content leaders collaborate to place students in classes based on a variety of data (e.g., EXPLORE, Measures of Academic Progress, teacher recommendations). These discussions, however, are insufficient to eliminate gaps and overlaps in the curriculum. The principal requested additional funding to send five language arts and five math teachers to English-Language Arts and Mathematics Teacher Leader Network meetings where they vertically collaborate with middle school teachers in their content area.

1.1f   There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.

The school council adopted a policy called Curriculum (06.00), requiring teachers to follow the Program of Studies for Kentucky Schools, the Kentucky Core Content for Assessment and national standards. A curriculum committee is established but is not fully functioning. The principal does not monitor lesson plans or conduct classroom observations for monitoring, evaluating and reviewing the curriculum but states the curriculum will be reviewed and revised as National Standards are outlined. School leadership does not use the walk through instrument to monitor the alignment of the

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

Standard 1   <u>**Curriculum**</u>

Performance Rating   2

curriculum to state standards nor to ensure a rigorous curriculum is being delivered. Some teachers are deconstructing Kentucky Core Academic Standards.

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

Standard 1   <u>**Curriculum**</u>

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Academic Performance**

Standard 1   <u>**Curriculum**</u>

School leadership with the assistance of district leadership should immediately initiate and facilitate ongoing vertical alignment discussions between and among teachers at feeder schools and Bryan Station High School. These discussions should occur regularly to identify key curricular transition points and eliminate unnecessary overlaps and gaps.

Resources:

Program of Studies. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+ Studies/default.htm

Standards-Based Curriculum Development Manual. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

Kentucky Core Academic Standards, Quality Core Standards

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

Standard 2   <u>**Classroom Evaluation/Assessment**</u>

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, curriculum documents, curriculum maps, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, student homework with teacher feedback and student work

Interviews with assistant principal, principal, students, teachers and Academic Dean

Performance Rating   2

2.1a   Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.

During professional learning community meetings, some content-area teachers design formative and summative classroom assessments anchored by Kentucky curriculum standards. English and math teachers often use the Quality Core Test Bank to create common assessments. Some common assessments are available through SharePoint. Some teachers primarily rely on textbook-generated assessments without ensuring alignment to Kentucky curriculum standards. Some teachers use formative assessment results to differentiate instruction for students in their classes. The principal has not established systematic procedures to monitor classroom assessments to ensure that they are rigorous, frequent and used to inform instruction.

2.1d   Test scores are used to identify curriculum gaps.

The principal and some staff members (e.g., academic dean, school psychologist, data coach) analyze assessment data (e.g., No Child Left Behind report, Measures of Academic Progress scores, ACT and PLAN results), and some content area teachers review student assessment data during their professional learning community meetings. Findings are shared with the school council but not used to identify whether the implemented curriculum is aligned to Kentucky curriculum standards or evident in student learning tasks.

2.1f   Performance standards are clearly communicated, evident in classrooms and observable in student work.

Most teachers provide students with rubrics for constructed response

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

Standard 2   <u>**Classroom Evaluation/Assessment**</u>

Performance Rating   2

questions. Few teachers, however, communicate student performance level descriptions to guide student learning. Most teachers reference daily student learning outcomes (i.e., student learning targets) and big ideas, articulate them in lesson plans and display them in their classrooms. Some teachers create formative assessments that challenge students to demonstrate mastery of daily learning outcomes.

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

Standard 2   **Classroom Evaluation/Assessment**

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Academic Performance**

Standard 2   **Classroom Evaluation/Assessment**

The principal should ensure teachers participate in professional development to learn to effectively collect, analyze and use student assessment data to drive classroom instruction and to meet the needs of students. The school council should adopt a policy and the principal should establish procedures to ensure teachers frequently administer formative assessments aligned to learning targets and use results to inform instructional next steps. The principal should establish a process to continuously monitor formative assessment practices.

The principal should ensure classroom-based assessments are designed at the appropriate depth of knowledge levels and assess what the students should know as defined by Kentucky curriculum standards (e.g., the Program of Studies for Kentucky Schools, Kentucky Core Academic Standards, Kentucky Core Content for Assessment 4.1, ACT Quality Core). Student Level Performance Descriptors should be used by teachers to help students self-assess their own progress. Rubrics should be collaboratively developed and shared prior to administering assessments to help students understand the characteristics of proficient work.

 Resources:

 Classroom Assessment For Student Learning, Quality Core Assessment Resources

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

Standard 3   **Instruction**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, curriculum documents, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, protocols for analyzing student work, rubrics, samples of classroom assessments, samples of student work products, student work and PLC Agendas

Interviews with principal, school council members, students, teachers and Academic Dean

Observations of classrooms, common areas, hallways and media center

Performance Rating   2

3.1a   There is evidence that effective and varied instructional strategies are used in all classrooms.

The school council has adopted a policy called Instructional Practices (12.0). The policy requires teachers to consistently use a variety of student-centered and research based instructional strategies. The principal has not established procedures to ensure the policy is fully implemented. The principal has not established a systematic process to monitor instructional practices and provide meaningful feedback, follow up and support. A few teachers use a variety of instructional strategies that challenge students to think at high levels. The principal requires teachers to share instructional strategies as a standing agenda item during professional learning community meetings.

3.1b   Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

The principal has not ensured teachers use a variety of strategies (e.g., higher order questioning, graphic organizers, cooperative grouping) to meet the diverse learning needs of students. Although many student learning tasks align with Kentucky curriculum standards (e.g., Kentucky Core Academic Standards, Program of Studies), school leadership has not established a formal process to ensure intentional alignment.

3.1e   There is evidence that teachers incorporate the use of technology in their classrooms.

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

Standard 3   <u>**Instruction**</u>

Performance Rating   2

The school council has adopted a policy called State Standards, Technology, and Program Appraisal (5.0) that requires the Technology Committee to review the comprehensive school improvement plan annually and suggest the appropriate technology needed to address each priority need. The principal has not established procedures to fully implement this policy. Few teachers embed student centered technology (e.g., clicker systems, WebQuests, iPhone applications) into instruction to enhance classroom instruction and extend student learning.

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

Standard 3   <u>**Instruction**</u>

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Academic Performance**

Standard 3   <u>**Instruction**</u>

The principal should develop a systematic process of ongoing monitoring through cycles of observations, meaningful feedback, follow-up and support as teachers work to continually increase their knowledge and application of instructional practices. The principal should hold all teachers accountable for designing and effectively implementing a variety of student-centered, rigorous, and research-based instructional and assessment strategies aligned with student learning targets. The principal should ensure that all teachers incorporate student centered technology into daily classroom instruction.

Resources:

Designing and Teaching Learning Goals and Objectives

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 4   <u>**School Culture**</u>

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, Family Resource Youth Services Center documentation, lesson plans/units of study, master school schedule, School Report Card data, school visitors register, school Web pages, school/district safety plan, student homework with teacher feedback, student work, teacher portfolios, trophy cases and TELL Survey Results

Interviews with classified staff, parents, school leadership, students and teachers

Observations of classrooms and common areas

Performance Rating   3

4.1j   There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

The principal recognizes and celebrates the achievements of students. The principal and staff recognize students through several venues (e.g., Congratulations, Well Done, Excellent posters for distinguished and proficient scores on Kentucky Core Content Tests, individual and team accomplishments on lobby television information screens, school Web site, student-led daily announcements and Pledge of Allegiance, lists of students displayed who passed 2010-11 Advanced Placement exams). Local businesses and organizations provide scholarships (e.g., Bryan Station High School Alumni Association, Lexington Herald Leader, Pleasant Green Baptist Church, Lexington Woman's Club) for some students. Senior Awards Night is held in the spring for students and families.

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 4   <u>**School Culture**</u>

Performance Rating   2

4.1a   There is leadership support for a safe, orderly and equitable learning environment (e.g., culture audits/school opinion surveys).

The physical structure and condition of the five-year old state-of-the-art school are well-maintained and support a safe and orderly environment. Several methods (e.g., panic buttons, three security officers, visitor sign-in and-out, 143 surveillance cameras) enhance security. All emergency drills (e.g., fire, tornado, earthquake, severe weather) are conducted in accordance with the school safety plan included in Creating the School-Centered Emergency Management Plan. The school council has adopted a policy called Discipline and Classroom Management (07.00) that requires administrators, teachers, students and parents to abide by procedures in the Fayette County Public Schools Statement of Rights and Responsibilities and Student Code of Conduct. The safety coordinator is currently participating in Kentucky Center for Instructional Discipline training. The principal minimizes classroom disruptions by delivering school-wide announcements at the beginning of the day. He encourages students by beginning morning announcements with "It's a Great Day to be a Defender." He reminds students of opportunities to prepare for college and career readiness and concludes by saying, "Everyone have a great day and work hard." School leadership implements a three-tiered, school-wide discipline plan to promote positive behavior. English and Spanish versions of the Defender Top 5 list of non-negotiables are displayed throughout the school. Behavioral expectations and procedures are well-defined and communicated to students and families through the Bryan Station Information Booklet; however, these behavioral standards and expectations are not consistently enforced (e.g., students congregating in parking lot, students roaming hallways during instructional time, students disrupting instruction in classrooms, teachers leaving students unsupervised in classrooms) by all administrators and teachers. The principal reviewed the Teaching, Empowering, Leading and Learning survey results with staff who attended the faculty retreat in the summer of 2011. He is currently analyzing results of the survey to identify areas for school improvement.

4.1b   Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

The principal demonstrates a desire for all students to achieve. English and Spanish versions of the school mission statement are posted throughout the school. The motto, Believe and Achieve; Strive and Excel; Have Honor and

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 4   <u>**School Culture**</u>

Performance Rating   2

Integrity; Serve and Contribute, is broadcasted on the front lobby television information screens and posted throughout the building. The principal, however, has not established non-negotiable classroom instruction and assessment strategies that foster high expectations for staff and students. Several opportunities (e.g., Defender Night, Open House, Freshman Orientation, Free Application for Federal Student Aid workshops) are offered to encourage families to be active partners in their child's education. Local business partners (e.g., Saul Good Restaurant, Big Blue Day Care, Mongolian Grill, Raising Canes) provide job opportunities through Community Based Work Transition and Cooperative Work Experience Programs. Job shadowing placements (e.g., Kort Physical Therapy, Host Communications, Lexington Herald-Leader, Central Baptist Hospital, St. Joseph's Hospital) are available through the Experience Based Career Education Program. The principal requires teachers to share successful strategies that have enhanced student achievement during their professional learning community meetings and departmental meetings. District leadership occasionally invites Bryan Station High School teachers to conduct classroom walkthrough observations; however, these observations and discussions do not specifically focus on teachers who have been successful with targeted populations. The principal expresses his commitment to increasing student achievement; however, he has not established systematic processes and procedures to evaluate and improve programs, instructional strategies and assessment practices.

4.1d   Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

School leadership and teachers are the primary decision-makers. Some non-teaching staff members also collaborate in decision making (e.g., Safety Committee, Comprehensive School Improvement Planning Committee) that impacts the teaching and learning environment.

4.1f   The school intentionally assigns staff to maximize opportunities for ALL students to have access to the staff's instructional strengths.

The school council has adopted a policy called Student Assignment (11.00), which charges the principal and designee with developing a master class schedule that ensures all students have equal access to the school curriculum. The principal and counselors create the master schedule with input from department chairpersons. Some programs (e.g., special education, PLATO credit recovery, System 44, Title 1 tutoring, Project 9, Project

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 4   <u>**School Culture**</u>

Performance Rating   2

Transition) provide support to students who need additional assistance. In addition, some programs (e.g., dual credit and advanced placement classes, Triumph College Admissions online practice tests, Project Lead the Way, Spanish Immersion, Opportunity Middle College, Sullivan College Jump Start, Experience Based Career Education) enhance and enrich the experiences of students. School leadership rarely assigns teachers to positions based on teacher strengths and student learning needs; however, school leadership made a few modifications to the school master schedule between first and second semester to intentionally meet the learning needs of some individual students.

4.1i   Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

Although the principal has not articulated a comprehensive communication plan, he and teachers use a variety of venues (e.g., telephone calls, e-mails, backpack letters, communication logs, Phone Master system, electronic newsletter, Bryan Station High School Information Booklet, Open House, Infinite Campus Parent Portal, marquee) to communicate with stakeholders. Reports of student progress are given to students to take home every six weeks or picked up by parents at Defender Night. Grade cards are mailed to homes at the end of each semester and include announcements and reminders (e.g., Parent Portal, upcoming events) for families. School leadership provides students with information through a variety of media (e.g., school Web site, lobby television information screens, daily announcements, senior newsletter, flyers and posters, Bryan Station News Scoop). The principal speaks monthly with his Student Advisory Group.

4.1k   The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

Several multicultural activities (e.g., Black History Month, multicultural fair, African American Read-In Month) are integrated to ensure that students are aware and respect the achievements of differing cultural traditions. Professional development activities are available for teachers to learn culturally responsive teaching strategies. Few teachers, however, use cultural responsive instructional strategies. The principal provides support (e.g., internal and external counselors, school nurse, gang prevention group, Ladies Leading Tomorrow, Black Men Working, College and Career Readiness group, Narrative Therapy group) for some physical, cultural, socio-economic

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 4   **School Culture**

Performance Rating   2

and intellectual student needs. The Youth Services Center staff offers an array of services and activities (e.g., Clothes From the Heart, Community Cupboard, tutoring, school supplies, drop-out prevention, counseling, parenting skills, medical assistance) designed to eliminate barriers to learning. The principal has designed a hiring plan to address staff diversity disparities. The plan includes strategies (e.g., attend job fairs, contact area colleges, recruit from historically black colleges) to increase the number of minority teachers.

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 4 <u>**School Culture**</u>

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Learning Environment**

Standard 4   <u>**School Culture**</u>

The principal should develop and implement a comprehensive communication plan. The plan should ensure and guide dissemination of information (e.g., events, deadlines, opportunities) to all stakeholders. Internal communication systems should be established to ensure clear, open and timely communication between and among school leadership and staff to keep staff well-informed about school issues (e.g., school council meeting agendas and minutes, school council policies, discipline referral outcomes) at Bryan Station High School.

School leadership should collaborate with staff members to identify individual roles in improving student achievement and building a culture of high expectations for all staff and students. All staff members should accept responsibility for the success or failure of each student and refuse to view outside barriers as insurmountable to high student achievement.

 Resources:

 Transforming School Culture, Anthony Muhammad; The Will to Lead, the Skill to Teach, Anthony Muhammad; The Missing Pieces of the Proficiency Puzzle

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 5   <u>**Student, Family and Community Support**</u>

Findings For This Standard Are Based On:

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, enrollment data, examples of school to home communications, Extended School Services Schedule, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, Implementation and Impact Checks, Individual Learning Plans, individual professional growth plans, lesson plans/units of study, list of co-curricular offerings, master school schedule, samples of classroom assessments, samples of student work products, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school newsletter, school visitors register, school Web pages, student work, trophy cases, TELL Survey Results, Infinite Campus Reports and Missing Pieces

Interviews with classified staff, Family Resource/Youth Services Center personnel, parents, principal, school council members, school resource officer and students

Observations of cafeteria, common areas, media center and outdoor areas

Performance Rating   3

5.1d   Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.

School leadership provides a transitioning program to aid in acclimating students returning to the school from alternative settings (e.g., Martin Luther King Academy, drug treatment centers, homebound). The social worker monitors attendance to identify and provide assistance (e.g., counseling, home visits, clothing, medical services) to students with attendance issues. School leadership provides a variety of educational opportunities (e.g., dual credit, internships through the Academy of Information Technology, service learning projects, State Registered Nursing Assistant certification) beyond the regular classroom. Multiple co-curricular opportunities (e.g., school bank, school store, band, culinary activities, leadership programs, Air Force Junior Reserve Officer Training Corp) are available to students.

5.1e   The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

School leadership ensures student records are accurate and stored in a secure location. Student attendance, behavior, academic and health records are electronically maintained through Infinite Campus. Parents can access

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 5   <u>**Student, Family and Community Support**</u>

Performance Rating   3

student attendance and academic progress through the Infinite Campus Parental Portal. Students and families are provided log in codes to access Individual Learning Plans from home. School leadership ensures student records are regularly updated and Individual Learning Plans are monitored for level of completion.

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 5   <u>**Student, Family and Community Support**</u>

Performance Rating   2

5.1a   Families and the community are active partners in the educational process and work together with the school district staff to promote programs and services for all students.

The school council adopted a policy called Committee Membership (13.00) that defines committee responsibility to include opportunities for all stakeholders to have input in decision making. The policy includes the directive "to consider time, place, agenda and schedule of meetings to promote parental and community involvement." Few committees (e.g., professional development, assembly) are meeting regularly. School leadership does not actively recruit parents, guardians and community members to serve on committees. Some mentoring and advising programs (e.g., Black Men Working, Ladies Leading Tomorrow, Check and Connect, Project Transition) are available for select groups of students. School leadership provides opportunities (e.g., freshman orientation, open house, Defender Nights) to share information with parents and guardians regarding student progress, school expectations and programs. Parents can request bus tokens to obtain free transportation to school events. All students receive a copy of the Fayette County Public Schools Statement on Rights and Responsibilities and Student Code of Conduct that includes grievance procedures and a page for parents to sign. School leadership has not developed a formal opportunity for parents or guardians to share concerns and suggestions. The Youth Services Center director works with teachers, students, parents and guardians to provide services (e.g., clothing, school supplies, health care) to eliminate barriers to learning. The Youth Services Center director partners with churches, community organizations (e.g., Central Baptist Hospital, Fayette County Health Department, Salvation Army) and businesses (e.g., Rack Room Shoes, Burlington Coat Factory, Dr. Bizer's ValuVision) to provide services for students to eliminate barriers that impede learning. Teachers and appropriate staff members monitor attendance using Infinite Campus. The social worker regularly monitors attendance data to identify students who need an intervention (e.g., student attendance contracts, tutoring) and services (e.g., mental health, family counseling, medical). The social worker conducts home visits with the assistant director of pupil personnel. District leadership collaborates with community agencies (e.g., University of Kentucky Mental Health, social services), the court system (e.g., judges, court workers) and school staff members (e.g., attendance clerk, social workers) to provide monthly Truancy Diversion Assemblies.

5.1b   Structures are in place to ensure that all students have access to all the

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 5   **Student, Family and Community Support**

Performance Rating   2

curriculum (e.g., school guidance, Family Resource/Youth Service Centers, Extended School Services).

School leadership provides tutoring in several subject areas through Extended School Services on Monday and Wednesday afternoons. Many teachers provide tutoring before and after school voluntarily. Supplemental Educational Services (private tutoring) through Title I are available for students who qualify. School leadership provides opportunities (e.g., PLATO Learning credit recovery, summer school) for students to make up credits needed toward graduation. School leadership allocated most Title I funds for personnel to provide support in core classes. School leadership assigned ninth grade students who struggled in math while in the eighth grade to double block math courses. The Youth Services Center director partners with many groups and agencies (e.g., Clothes from the Heart at Southland Christian Church, Mash Services for homeless teens, Nathaniel Missions health clinics) to address barriers that may impede learning. School counselors provide individual guidance and serve as liaisons between staff and intellectual, physical and social service providers (e.g., counseling services, Youth Services Center, health services) and programs (e.g., Truancy Diversion, Project Transition, PLATO Learning credit recovery) to meet the individual needs of students. School leadership has not established procedures to ensure a collaborative, data-driven structure is established to alleviate gaps and overlaps in services, promote communication among support services and ensure student needs are effectively identified and addressed.

5.1c   The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

Some teachers receive training to identify student behavioral problems and special learning needs to ensure timely referrals to appropriate services. School leadership has developed a form for use in referring students for services. Most teachers make referrals informally through contact with the guidance office or Youth Services Center. School leadership has not ensured referral procedures for services are clearly communicated to parents and guardians. The Student Assistance Team does not always adhere to its meeting schedule. The team seldom conducts data analysis to identify, monitor and review services needed by students. Students transferring to Bryan Station High School and their parents or guardians meet with guidance counselors to schedule classes and discuss services (e.g., credit recovery, tutoring, counseling, Youth Services Center assistance) that might be

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 5 **Student, Family and Community Support**

Performance Rating   2

needed. Transfer students are paired with a current student for a building tour. Students returning from extended absences receive assistance (e.g., work with teachers on tests and missed work, tutoring, additional counseling) from the guidance counselors to ease their transition back into the classroom. Students considering dropping out of school must attend a one-hour counseling session where continuing education options (e.g., GED, PLATO Learning credit recovery) are discussed. School leadership works with organizations (e.g., Bracktown First Baptist Church Black Males Working program, Central Bank) and through school programs (e.g., Positive Approach for Student Success, Ladies Leading Tomorrow, Motivating All Day Every Day, Narrative Therapy, Emotional Intelligence, Project Transition) to provide mentoring and advising programs for students identified as at-risk. School leadership has not ensured services are coordinated and targeted to identify all students in need of academic advocacy and to provide needed services.

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 5   <u>**Student, Family and Community Support**</u>

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Learning Environment**

Standard 5   Student, Family and Community Support

 The principal and school council should ensure committees are fully functioning with specific responsibilities. The principal should require all school council committees to establish an agenda and record meeting minutes. School leadership should research and implement initiatives to encourage and increase stakeholder (e.g., parents, guardians, families, business leaders, community members) participation on committees and in decision-making.

The principal should monitor the work of the Student Assistance Team and all student support services to ensure they are fully and effectively focused on helping students and families and eliminating gaps and overlaps in services. The Student Assistance Team should include representatives from all support services and programs. The team should collect and analyze data to monitor student progress and identify student needs. Communication among the Student Assistance Team, teachers and support services personnel should be meaningful, ongoing and accurate.

The principal should ensure the referral process for student services is accessible and referrals are simple to submit. The principal should ensure all staff members consistently use the formal referral system to document their requests and provide a method follow-up to ensure services were delivered. The principal should ensure all staff members participate in up-to-date professional development to identify behavior problems and special learning needs.

 Resources:

 Prichard Committee for Academic Excellence, Lexington, KY - www.prichardcommittee.org

 Teaching Diversity, Ricardo Garcia, The Missing Pieces of the Proficiency Puzzle

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 6   **Professional Growth, Development, and Evaluation**

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, comprehensive school improvement plan, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, policies and procedures on access to student records, professional development records, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, staff development agenda and TELL Survey Data

Interviews with classified staff, district leadership, parents, principal, school council members, school leadership, students, teachers and Professional Development Committee Chairperson

Observations of classrooms and common areas

Performance Rating   3

6.2a   The school/district provides a clearly defined evaluation process.

The principal facilitated an orientation and review of the Fayette County Public Schools Certified Evaluation Plan and explained his expectations for developing individual growth plans (e.g. connection to comprehensive school improvement plan or School Improvement Grant, suggested areas of concentration, due date) with staff members on August 9, 2011. The meeting was agenda-driven and staff attendance was documented.

6.2b   Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.

The principal, in collaboration with the professional development committee, ensures that professional development funds are expended in accordance with the comprehensive school improvement plan, the School Improvement Grant and the school professional development plan. The principal supplements the professional development budget of $4311.00 with multiple funding sources (e.g., Title I, AdvanceKentucky grant, School Improvement Grant, district funds) to provide adequate resources (e.g., ACT Quality Core training, Measures of Academic Progress assessment, reading specialist, classroom behavioral specialist, data coach) for addressing teacher and administrator professional growth needs.

6.2d   Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.

The principal implements the Fayette County Public Schools Certified

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 6   <u>**Professional Growth, Development, and Evaluation**</u>

Performance Rating   3

Evaluation Plan according to board policy. The plan is aligned with state statute (KRS 156.557) and regulations (704 KAR3:345) and was approved by the Kentucky Board of Education on April 11, 2011. The principal provides an orientation and review of the evaluation process for all certified staff members at the beginning of each school year and within the first 30 days when new staff members are employed. The principal and his designees implement the certified and non-certified evaluation systems in compliance with required deadlines and allow staff members to include a written response as a part of the evaluation file.

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 6   <u>**Professional Growth, Development, and Evaluation**</u>

Performance Rating   2

6.1a   There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

The principal ensures that all teachers earn their required 24-hours of professional development credit. Teachers chose what professional development activities best met their needs with the exception of 12 non-flexible hours that everyone is required to obtain. Some teachers attend professional development activities to increase their content knowledge (e.g., AdvanceKentucky, Kentucky Literacy Conference, literacy standards, End of Course Assessment training, English-Language Arts, Mathematics Teacher Leader Network), but the principal does not require all teachers to participate in content-specific professional development. District leadership requires new teachers to attend New Teacher Orientation. Some professional development activities are sustained through professional learning communities (e.g., Foundations, End of Course Assessment, State of Emergency, formative and summative assessment, ACT Quality Core) and having the potential to improve professional practices and increase instructional rigor. Some professional development activities enhance leadership skills (e.g., school council training for parent and teacher council members, district Growing Leaders program). Non-instructional staff members (e.g., special needs instructional assistants, food service, custodians, bookkeepers, secretaries) participate in appropriate professional development activities related to their job requirements.

6.1b   The school has an intentional plan for building instructional capacity through on-going professional development.

The professional development committee develops and the school council approves an annual professional development plan. Some professional development activities are job-embedded through professional learning communities (e.g., behavior management, end of course assessment, AdvanceKentucky, data analysis, instructional strategies). Teachers have the option to receive professional development credit for the 45-minutes spent in professional learning communities if they do their planning after school hours. A three-year timeline that includes on-going professional development activities is included in the School Improvement Grant application, but few professional development activities span multiple years (e.g., Foundations, English-Language Arts and Mathematics Teacher Leader Network).

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 6   **Professional Growth, Development, and Evaluation**

Performance Rating   2

6.1c   Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

The principal ensures professional development activities are linked to school improvement objectives and to School Improvement Grant Tier III annual goals. The principal, in collaboration with the leadership team, identifies areas for professional growth during their weekly leadership team meetings and presents the information to the professional development committee at the end of the school year for inclusion in the school professional development plan. School leadership does not intentionally reflect upon the needs identified by staff member's individual professional growth plans or evaluations when planning professional development activities.

6.1e   Professional development is on-going and job-embedded.

The principal ensures that core content teachers (i.e., English, mathematics, social studies, science) have daily common planning time that provides an opportunity for some on-going, job-embedded professional development activities (e.g., data analysis, unit development, end of course assessment preparation, classroom behavioral specialist modeling and coaching). Eight release days are provided (two per department for English, math, social studies, science) for teachers to continue to develop instructional strategies and formative assessments to prepare for end-of-course assessments.

6.1f   Professional development planning shows a direct connection to an analysis of student achievement data.

School leadership and teachers review a variety of student achievement data (e.g., No Child Left Behind report; Kentucky Interim Performance Report; EXPLORE, PLAN, ACT and COMPASS scores; Measures of Academic Progress results). Findings from these data analyses guide the development of the school professional development plan. Title I professional development activities are evaluated to determine their impact on student achievement; however, other past and current professional development activities are not evaluated. Professional development activities are research-based and reflect best practices (e.g., student data analysis, AdvanceKentucky, Foundations, Positive Behavioral Interventions and Supports, State of Emergency) but do not always translate into effective classroom instruction.

6.2c   The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 6   **Professional Growth, Development, and Evaluation**

Performance Rating   2

The principal and his designees implement the Fayette County Public Schools Certified Evaluation Plan in compliance with state and district requirements. The principal has not ensured that administrator and teacher professional growth plans are collaboratively designed to target the individual needs of teachers and include meaningful self-reflection. Certified staff members develop individual growth plans primarily in isolation and seldom receive any meaningful feedback from the principal or his designees. Individual growth plans are reviewed at the end of the year during the summative evaluation process. Areas of growth identified in the certified evaluation process are not intentionally reflected in individual professional growth plans. The principal, additionally, has not ensured that the comprehensive school improvement plan, the School Improvement Grant or the Professional Development Plan include activities intentionally designed to meet the individual professional growth needs of teachers and administrators. Rather, the principal requires teachers and administrators to use school improvement goals and strategies to create their own individual professional growth plans.

6.2f   Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.

The principal expresses an understanding of how the evaluation process can improve instructional practice. The principal and his designees implement the certified personnel evaluation plan as required and are currently completing the first round of formative evaluations. The principal, however, has not yet established a pattern of providing on-going cycles of meaningful feedback coupled with the persistent follow-up necessary to create significant change in behaviors and instructional practices of some teachers.

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Learning Environment**

Standard 6   Professional Growth, Development, and Evaluation

The principal should maximize all aspects of the district certified evaluation plan to ensure teaching significantly improves. The principal should implement corrective action plans when deemed appropriate and necessary.

The principal should establish a systemic process to evaluate the extent to which professional development activities impact teaching and learning.

The principal should implement a process to collaborate with all administrators and teachers to develop individual professional growth plans. The process should include meaningful self-reflection, be anchored in needs identified during the certified evaluation process and be tied to school improvement goals. The principal should monitor individual professional growth plans incrementally to monitor progress toward reaching growth goals.

Resources:

Developing Individual Professional Growth Plans. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). SISI Toolkit, Standard 6. http://www.education.ky.gov/SISI_Toolkit/Standard%206/ Documents/individual%20Professional%20Growth%20Plan%20-%20example.doc

Reeves, D.V. (2006). The Learning Leader: How to Focus School Improvement for Better Results. Alexandria, VA: Association for Supervision & Curriculum Development.

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

Standard 7   **Leadership**

Findings For This Standard Are Based On:

Review of categorical program financial reports, comprehensive school improvement plan, curriculum documents, district personnel evaluation system and documentation of implementation, examples of school to home communications, individual professional growth plans, lesson plans/units of study, master school schedule, needs assessment data, newspaper clippings/press releases, newspapers, professional development records, professional resource materials, records of teacher certification/experience, report cards/progress reports, roster of teaching assignments, samples of written correspondence to staff/stakeholders, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school newsletter, School Report Card data, school visitors register, school Web pages, Software Technology, Incorporated reports, staff development agenda, staff extra-duty schedule, student/teacher ratio and TELL Survey Results

Interviews with classified staff, community members, district leadership, principal, school council members, school leadership, school resource officer, students, teachers and volunteers

Observations of classrooms, common areas, computer lab, media center and outdoor areas

Performance Rating   3

7.1c   There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.

The principal did not engage in a collaborative process with school administrators to develop individual professional growth plans; rather, he asked them to establish their growth goals and objectives in isolation. School administrator professional growth plans include objectives (e.g., successful implementation of professional learning communities; improve community, faculty and staff relations) designed to build leadership skills.

7.1e   Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curriculum and data resources relating to the learning goals for Kentucky public schools.

The principal requested that district leadership send five Bryan Station High School math and reading teachers to professional development (i.e., English-Language Arts and Mathematics Teacher Leader Network meetings) provided by the Kentucky Department of Education on the new curriculum standards. English and math teachers shared the information with content area teachers

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

Standard 7   <u>**Leadership**</u>

Performance Rating   3

during professional learning community meetings. Department chairpersons involved in program reviews are provided training via Skype and district professional development sessions and share that information with their content departments during professional learning community meetings.

<div align="center">

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

</div>

Summary Findings in: **Efficiency**

Standard 7   <u>**Leadership**</u>

Performance Rating   2

7.1a   Leadership has developed and sustained a shared vision.

The previous principal collaborated with stakeholders in 2007 to develop a mission statement, but they did not create a vision statement. The current principal has not facilitated a collaborative process to develop a vision statement. The principal consistently expresses and sustains his personal vision for all students to be college and career ready through a variety of venues (e.g., daily announcements, conversations, expectations).

7.1b   Leadership decisions are focused on student academic performance and are data-driven and collaborative.

The principal provides findings from data analysis reviews to the faculty and the school council. The principal requests that teachers examine student performance data and determine when it is necessary to reteach content. The principal used findings from perception surveys (e.g., Teaching, Empowering, Leading and Learning, informal survey at summer staff retreat) to make some decisions (e.g., transitions between classes, classroom discipline). The school council does not routinely analyze or use data to monitor the impact from their decisions on student achievement. A data coach is employed with funds from the School Improvement Grant. School leadership does not formally review data to monitor the impact of improvement strategies on instructional practices and student learning or to revise school improvement strategies.

7.1d   There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into school's plan.

The principal and school leadership analyzes a variety of data (e.g., No Child Left Behind report, Kentucky Interim Performance Report, attendance and retention rates) and shares findings with the school council and teachers during faculty meetings. These findings, however, do not inform the revision of the comprehensive school improvement plan or School Improvement Grant strategies. School leadership analyzes data (e.g., AIMSweb, COMPASS, Measures of Academic Progress) and identifies gaps in learning for students in targeted populations (e.g., African American, Hispanic, students with disabilities). The principal rarely uses strategies from the school improvement plan or the School Improvement Grant to address specific learning gaps for students in targeted populations. The principal created a second semester

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

Standard 7   <u>**Leadership**</u>

Performance Rating   2

Algebra II class for students who failed the course in the fall.

7.1f   Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

The principal meets monthly with department chairpersons and on Tuesdays and Thursdays at 7:30 a.m. with his leadership team. The school master schedule is organized to provide common planning time for teachers in most content areas. Teachers in some content areas do not share common planning time and, therefore, meet after school in their professional learning communities. The principal recently provided each department chairperson a list of topics (Common Core/Quality Core/Core Content, data-based decisions, review of student work, new engagement/instructional strategies, next steps regarding differentiation, remediation, and intervention) he requires as standing agenda items during professional learning community meetings. He, however, did not provide sufficient direction to department chairpersons and teachers regarding the particular aspects of the curriculum (e.g., gaps, unintentional repetitions, transition points, unit or lesson plans) to be considered during these meetings. The principal and the associate principals monitor professional learning community meetings of teachers whose students are assessed by end-of-course exams.

7.1g   Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

The principal has established some organizational structures (e.g., faculty meetings, professional learning community meeting standing agenda items, principal and assistants monitor core professional learning community meetings, daily announcements, recognition of student success, use of data to chart individual student growth). The school council established committees, but the principal has not ensured committees function fully and effectively. The principal provided standing agenda items (e.g., Common Core/Quality Core/Core Content, data-based decisions, review of student work, new engagement and instructional strategies, next steps regarding differentiation, remediation and intervention) to professional learning communities chairpersons and expects meeting agendas to include discussions regarding these topics. The principal developed the school budget based on previous budget expenditures and allocations, and the school council reviewed and approved the recommended budget. The principal and the school council have not established a monitoring system to

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

Standard 7   <u>Leadership</u>

Performance Rating   2

determine the impact of resource, fund and staff allocations. Teachers generally request resources through department chairpersons and the principal. When the principal receives requests for resources, he obtains additional information when necessary and submits requests for approval from the school council when appropriate. The school council and the principal engage in decision making regarding a variety of issues, but decisions typically are not made as an integral part of a comprehensive plan to build school and instructional capacity and increase student learning. The school council and the principal make numerous decisions without a thorough analysis of available data (e.g., student achievement scores, diagnostic assessments, formative assessments, non-cognitive, classroom assessment, student work analysis).

7.1h   The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

The council adopted a number of policies to ensure a safe and effective learning environment, but the principal has not established procedures to fully implement all policies (e.g., Enhancing Achievement, Instructional Practices, Committee Participation). The school council adopted a policy called Discipline and Classroom Management (07.00) that requires administrators, teachers, students and parents to abide by procedures in the Fayette County Public Schools Statement of Rights and Responsibilities and Student Code of Conduct. A three-tiered school-wide discipline plan is used to promote positive student behavior. English and Spanish versions of the Defender Top 5 list of non-negotiables are displayed throughout the school. Although behavioral expectations and procedures are defined and communicated to students and families through the Bryan Station Information Booklet, these procedures are not consistently implemented by all administrators and teachers. District leadership developed the Creating the School-Centered Emergency Management Plan, and the school council adopted the plan to explicitly outline emergency procedures for a variety of situations (e.g., lockdown, fire, earthquake). The principal ensures evacuation plans are posted in each room, and teachers have a copy of emergency procedures. Visitors are required to sign-in when they enter the building. All exterior doors are locked during the school day, and school leadership relies on 143 cameras to monitor hallways and common areas. School council members participated in professional development regarding parent involvement called Missing Pieces on October 25, 2011.

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

Standard 7 <u>**Leadership**</u>

Performance Rating   2

7.1i Leadership provides a process for the development and the implementation of council policy based on anticipated needs.

The council has adopted all required policies, but most lack sufficient specificity and direction. The principal has not established processes to implement all policies (e.g., Enhancing Achievement, Instructional Practices, Committee Participation). The school council recently developed and revised some policies (e.g., End of Course Exams, English Course Track, Spanish Immersion Passing-Failing Policy). The school council has not established an explicit timeline to ensure all policies are regularly reviewed and revised as needed to promote school improvement. The school council publishes meeting minutes on SharePoint, but does not e-mail meeting minutes to staff and stakeholders or display them in conspicuous locations. School council meeting agendas and minutes are submitted to district leadership. The principal does not formally monitor the implementation of all policies to ensure they are fully and effectively implemented and achieving the expected results.

7.1j There is evidence that the SBDM council has an intentional focus on student academic performance.

The school council reviewed assessment results (e.g., No Child Left Behind report, Kentucky Interim Performance Report) in November 2011. Student academic performance data is not regularly reviewed or used to guide school improvement. The school council reviewed the school improvement plan and the School Improvement Grant and submitted these to the district.

7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

The principal expresses a personal vision of ensuring all students are college and career ready. He perpetuates his vision through daily announcements and in conversations with students, teachers and parents. The principal has not formalized his vision, revised the existing school mission or established belief statements through a collaborative process involving representatives from all stakeholder groups. The principal is highly visible and models relationship building skills with students and the staff. He sets a positive tone by beginning each day with encouraging morning announcements. His actions and attitude have improved the school culture. The principal has initiated a variety of strategies (e.g., posters in common areas, announcements on lobby television information screens) to recognize student and staff successes. The principal expresses personal accountability for

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

Standard 7 <u>**Leadership**</u>

Performance Rating   2

increasing the instruction capacity of teachers and accelerating student achievement; however, he does not regularly conduct or require his associate principals to conduct ongoing classroom observations or lesson plan reviews to identify needed improvements in instruction and assessment practices. The principal has not held his associate principals accountable for monitoring classrooms and providing the leadership necessary for school-wide improvements. The principal has not established systems to monitor the use of resources (i.e., staff, fiscal, physical) to determine the extent to which they are effectively advancing student achievement. The principal has not provided sufficient oversight of committees and teams (e.g., Student Assistance Team, school council committees) to ensure they are aware of their purpose, meet regularly, communicate their actions or effectively accomplish their missions. The principal has not facilitated the development of an effective response to intervention program. Additionally, he has not ensured that students struggling academically are provided adequate intervention to advance their learning; rather, he has relied on re-teaching strategies and has not sufficiently monitored to ensure those occur and are effective in meeting the needs of students. The principal has not ensured there are clear lines of communication regarding school council, school leadership decisions and discipline referral follow-up for teachers. The principal has not required associate principals to communicate with teachers regarding student discipline and instructional capacity. The principal has articulated a plan for improving school capacity, but he has not garnered support for his plan or shared it with stakeholders.

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

Standard 7   <u>**Leadership**</u>

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Efficiency**

Standard 7   **Leadership**

The principal should hold his associate principals accountable for carrying out the mission of the school. The principal and his associates should conduct ongoing classroom observations and provide meaningful feedback, support and follow-up. The principal should require his associate principals and teachers to hold themselves accountable for student achievement, fully immerse themselves in the work of improving instruction and student learning and demonstrate their commitment through their actions and attitudes.

The principal should monitor the performance of administrators and other school leaders to ensure they are united through a common vision of students-first. The principal should use the certified personnel evaluation system to provide feedback to administrators and teachers and as a mechanism for improvement in professional practices and for corrective action when necessary.

The principal should immediately collaborate with district leadership and school staff members to develop a response to intervention plan that includes ongoing monitoring of student progress. The plan should go beyond current reteaching and provide intervention-specific instruction personalized to the individual needs of each student. Students should be grouped and regrouped as necessary. The principal should ensure ongoing progress monitoring and diagnostic assessments drive how students are grouped and the type of instruction they receive. The principal should monitor this process to ensure it is effectively implemented, evaluated and modified when it fails to meet the individual learning needs of students.

The principal should supervise teams and committees to ensure they meet as required, understand their roles and responsibilities, ground decisions in research and data analyses, communicate their actions through meeting agendas and minutes and are effective at accomplishing their tasks.

The principal should ensure the roles and responsibilities necessary to accomplish the mission of the school are clearly defined for each school leader. The principal should give thoughtful consideration to the strengths of each school leader and reassign responsibilities to be more equitable and maximize their strengths. The principal should aggressively monitor school leaders and hold each accountable for effectively performing their assigned duties.

The principal should collaborate with staff to develop one comprehensive behavioral management system for Bryan Station High School. The principal and his associates should monitor to ensure all staff members implement the system with fidelity and provide support to teachers as they improve their classroom management skills. The principal should establish a process whereby teachers are kept informed about actions taken regarding students they have referred to

leadership because of discipline issues. The principal should hold associates, school leaders and teachers accountable for improving student behavior. The principal should investigate how to maximize the use of all staff members (e.g., school resource officers' schedule and responsibilities, associate principals' supervision assignments, certificated non-teaching staff supervision schedules and responsibilities) to aggressively address student behavioral issues.

Resources:

Preuss, P. G. (2003). School Leader's Guide to Root Cause Analysis. Larchmont, NY: Eye on Education.

Schmoker, M. (2006). Results Now. Alexandria, VA: Association for Supervision & Curriculum Development.

Stone, R. & Cuper, P. (2006). Best Practices for Teacher Leadership. Thousand Oaks, CA: Corwin Press.

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

Standard 8   **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of categorical program financial reports, committee meeting minutes and agenda, comprehensive school improvement plan, district personnel evaluation system and documentation of implementation, employee handbooks, equipment inventory, Local Educator Assignment Data Report (LEAD), master school schedule, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, state statute and regulation and Tell Survey Data

Interviews with classified staff, principal, school council members, school leadership, students and teachers

Observations of classrooms, common areas, computer lab, media center and outdoor areas

Performance Rating   2

8.1a   There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

The principal facilitates several meetings. He meets with the associate principals at 7:30 each Tuesday and Thursday morning to discuss emerging issues. Content area departmental meetings are scheduled for the first Tuesday and faculty meetings are scheduled at 3:45 p.m. on the third Tuesday of each month. School leadership has established Student Assistance and Foundations (i.e., Positive Behavioral Interventions and Support) teams. Department chairpersons submit requests to the principal for needed resources or program modifications, and when appropriate, the principal seeks school council approval. Information regarding school council decisions is recorded in meeting minutes and accessible via SharePoint. Many teachers are unaware of how to access school council meeting agendas and minutes. Content area department chairpersons are responsible for communicating decisions made during department meetings. The school council has not adopted policies and the principal has not established procedures to guide budget development or resource allocation and use. The school council has adopted a policy called State Standards, Technology, and Program Appraisal (05.00) that requires an annual review of course offerings, technology use and school improvement plan implementation, but lacks the specificity and procedural detail to guide an effective analysis of the impact of available resources (fiscal, human, physical) on student and staff performance and growth. Alumni and booster groups provide additional support to address some specific needs.

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

Standard 8   <u>**School Organization and Fiscal Resources**</u>

Performance Rating   2

8.1c   The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

The school council has adopted policies called Staff Time Assignment (03.00) and Student Assignment (11.00) that require staff to be assigned consistent with district job classifications and state certifications and in a manner that will support implementation of the school improvement plan. The policies also require the principal to provide "a master class schedule that ensures all students have equal access to the school's curriculum." The Student Assignment policy charges the principal with the responsibility of approving the master schedule. The principal assigned a few teachers to courses by matching student needs with teacher strengths. The principal has not maximized the use of instructional and non-instructional staff by clarifying their roles and responsibilities.

8.1d   There is evidence that the staff makes efficient use of instructional time to maximize student learning.

The school council adopted a policy called Discipline and Classroom Management (07.00) that primarily requires compliance with the Fayette County Public Schools Statement of Rights and Responsibilities and Student Code of Conduct. The Foundations Team (i.e., Positive Behavioral Interventions and Support) established standards for student behavior, and the staff handbook contains information about discipline and student and building management. School leadership uses School Improvement Grant funds to provide professional development and coaching services to assist with classroom management skills. The school council has not adopted policies and the principal has not established procedures to ensure instructional time is maximized. Some teachers provide bell-to-bell instruction and maintain an environment conducive to learning. Many teachers, however, do not use recommended and effective classroom management strategies and lose valuable instructional time (e.g., during transitions between activities, students sleeping in class, off-task talking and behaviors). The principal has not established a formal process to monitor classroom management and the effective use of instructional time.

8.1e   Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

Standard 8   **School Organization and Fiscal Resources**

Performance Rating   2

School leadership has provided time in the school schedule for weekly professional learning community meetings to plan horizontally by grade level in end-of-course content areas. Many teachers use this time to develop common unit and daily lesson plans and assessments and to review instructional practice and student achievement. Teachers rarely focus on school improvement plan objectives and strategies. Department chairpersons conduct monthly meetings to engage in vertical planning within content areas, and ninth grade cross-content teams meet monthly. The principal and associate principals attend professional learning community meetings to monitor the use of planning time.

8.1f   The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

The school master schedule is organized by four 90-minute alternating A and B blocks for all classes. Many teachers do not teach bell to bell and maximize the 90-minute block. School leadership primarily developed the master schedule using teacher certification and student course requests rather than basing it on student learning needs.

8.2b   The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

The school council has not developed policies to guide the use of discretionary funds. The approved budget is primarily based on past practice and is developed congruent with fund source requirements. School leadership requires requests for discretionary funds to be accompanied by a statement of rationale, including how the proposed use of funds will impact identified needs.

8.2c   School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

The principal and department chairpersons review requests for financial and other resources to ensure requests are appropriate to the mission and identified needs of Bryan Station High School, but they do not purposely ensure requests for resources are clearly connected to priorities in the school

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

Standard 8   **School Organization and Fiscal Resources**

Performance Rating   2

improvement plan.

8.2d   State and Federal Program Resources are allocated and integrated (Safe Schools, Title 1, Individuals with Disabilities Education Act, Family Resource/Youth Service Centers, Extended School Services) to address student needs identified by the school/district.

Categorical and federal funds are allocated on the basis of fund source requirements. Many school improvement initiatives (e.g., professional development, staff, assessments) are supported by integrating categorical funds (e. g., Title I, School Improvement Grant, AdvanceKentucky, Commonwealth School Improvement Fund). School and district leadership monitor to ensure categorical funds are expended in compliance with program guidelines, but the school council has not established a formal monitoring process to determine whether categorical fund expenditures produced the intended results or to measure the impact on student growth and achievement.

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

Standard 8   <u>**School Organization and Fiscal Resources**</u>

Performance Rating   1

8.2a   The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.

The school council has not adopted a policy addressing budget development and implementation. The principal met with district leadership to discuss the allowable use of allocated funds, and with department chairs to share information and provide direction on the use of funds to address identified needs. Following these discussions, the principal developed a proposed budget for approval by the council. The principal distributes most funds based on prior budget allocations.

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

Standard 8 <u>**School Organization and Fiscal Resources**</u>

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Efficiency**

Standard 8   School Organization and Fiscal Resources

The principal should guide the school council in adopting all required and suggested best practice policies, particularly in the areas of budget development, resource allocation and protection of instructional time. The principal should work with the council to ensure all new and existing policies contain the specificity and procedural detail necessary to provide clear direction to all staff regarding expected standards, behaviors, actions, processes and outcomes required by each policy. The principal should ensure all appropriate personnel establish procedures necessary to effectively implement all school council and board policies with fidelity.

School leadership should ensure the master class schedule is designed to address identified learning needs of all students, rather than matching student course requests to areas of teacher certification. The schedule should contain sufficient flexibility to accommodate varying amounts of time needed for instructional strategies designed to assist students in mastering different types of content. The principal should establish a process to ensure meaningful and purposeful instruction occurs in every classroom every day. The principal should develop a system to continuously monitor instruction and provide immediate feedback, on-going support and professional growth resources to improve the instructional capacity of teachers and the achievement of all students. The monitoring system should include emphasis on classroom management and effective use of instructional time.

The principal should ensure optimal use of all resources (i.e., fiscal, human, physical) to support increased growth and achievement for all students. He should maximize use of instructional and non-instructional staff by clearly defining roles and responsibilities for each individual, eliminating gaps and overlaps in assigned tasks and duties. The principal should form and implement procedures to guide budget development and resource allocation, ensuring all decisions are driven by priorities in the school's mission and improvement plans (e. g., comprehensive school improvement, School Improvement Grant, professional development, school and district technology) to address student learning needs as identified by thorough data analyses (e. g., survey results, state assessment results, formative assessment results, non-cognitive data). The school council should adopt a policy and the principal should implement procedures to continuously evaluate the effectiveness of programs and resource use. The procedures should include systematic monitoring to determine the impact on student growth and achievement and the extent to which resources have produced intended results.

Resources:

http://www.education.ky.gov/KDE/Administrative+Resources/Finance+and+Funding/School+Finance/

Lezotte, L. W. Stepping Up: Leading the Charge to Improve Our Schools. Okemos, MI: Effective Schools Products, Ltd.

Kentucky Department of Education Web Site "SBDM Required Policies & Decisions Checklist for High Schools"

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

Standard 9   <u>**Comprehensive and Effective Planning**</u>

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, comprehensive school improvement plan, curriculum documents, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, master school schedule, school budget and allocations, school calendar with motivational and celebratory events, school council policies and bylaws, school event calendar, school financial reports, school mission, belief and vision statements, school profile, school Web pages, student/parent/staff handbooks and TELL Survey Data

Interviews with classified staff, parents, school council members, school leadership, school resource officer, students and teachers

Observations of classrooms, common areas and media center

Performance Rating   2

9.1a   There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

Previous school leadership established the existing mission statement in 2007. Department chairpersons, the school council and staff assisted in the formal revision process. Since 2007, the mission statement has not been revisited. School leadership has not facilitated the development of vision or belief statements. Although not written or formally adopted, the principal articulates his school vision of college and career readiness for students each morning during announcements and frequently during meetings and conversations with staff and students. Teachers and students are aware of the motto, "Believe and Achieve, Strive and Excel, Have Honor and Integrity, Serve and Contribute".

9.2a   There is evidence the school/district planning process involves collecting, managing and analyzing data.

The previous school principal and staff revised the 2010-12 comprehensive school improvement plan. During the revision process, school leadership examined data from some sources (e.g., Kentucky Interim Performance Report, No Child Left Behind report, student discipline referrals). Data from some sources were analyzed to establish goals and priority needs, however, classroom assessments and student work were not considered.

9.4a   Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

Standard 9   <u>**Comprehensive and Effective Planning**</u>

Performance Rating   2

The principal reviewed Teaching Empowering Leading and Learning survey results with staff who voluntarily attended the faculty retreat in the summer of 2011. The principal asked faculty members to identity areas of concern in the school and to express their expectations for a new principal. The principal used findings to improve areas of concern (e.g., music between classes, discipline procedures).

9.5c   The means for evaluating the effectiveness of the improvement plan are established.

An evaluation plan is described in the executive summary of the comprehensive school improvement plan. In the evaluation plan, school leadership is required to complete monthly implementation and impact checks and report monthly to the school council on each component. The evaluation plan entails collecting evidence to monitor the implementation and impact of each school improvement strategy and using the evidence to adjust improvement strategies as needed. The School Improvement Grant application contains annual student achievement goals and quarterly benchmarks. Some implementation and impact checks have been completed; however, the principal has not established procedures to systematically evaluate the implementation and impact of school improvement strategies in the comprehensive school improvement plan or the School Improvement Grant application.

9.6d   There is evidence of attempts to sustain the commitment to continuous improvement.

The principal does not hold staff specifically accountable for implementing school improvement strategies. He does not view improvement strategies in the school improvement plan and the School Improvement Grant application as the pathway to student success. The principal celebrates student successes through a variety of venues (e.g., morning announcements, posters, Being Unusually Good award).

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

Standard 9   <u>**Comprehensive and Effective Planning**</u>

Performance Rating   1

9.6a   The plan is implemented as developed.

The principal does not require school staff to implement the 2010-12 comprehensive school improvement plan strategies. The principal furthermore does not rely on the 2010 School Improvement Grant to build capacity. Although some teachers are aware of the existence of the school improvement plan and the School Improvement Grant, most teachers are unaware of specific strategies they should be implementing from these plans.

9.6b   The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

The principal does not rely on the comprehensive school improvement plan or the School Improvement Grant to guide school improvement. The principal does not require school leadership and teachers to intentionally implement strategies in the comprehensive school improvement plan or the School Improvement Grant or to monitor those previously implemented (e.g., data coach, behavior intervention specialist, classroom management consultant) to evaluate the extent to which they have resulted in reaching school improvement goals.

9.6c   The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

School leadership rarely conducts classroom observations to specifically determine the extent to which comprehensive school improvement plan and School Improvement Grant strategies have impacted instruction and assessment practices. Although school leadership examines student achievement data (e.g., Measures of Academic Progress, PLAN, ACT), findings are seldom analyzed to evaluate whether school improvement strategies improved classroom practices.

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

Standard 9   <u>**Comprehensive and Effective Planning**</u>

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Efficiency**

Standard 9   <u>**Comprehensive and Effective Planning**</u>

The principal should facilitate a collaborative process to revisit the comprehensive school improvement plan and the School Improvement Grant. The process should involve intensive analyses of all relevant and available data. The planning team should engage in researching strategies that are proven effective in schools of similar size and demographics. Strategies should be identified to specifically meet the needs discovered through the data analysis process.

The principal should establish a system to evaluate the effectiveness of school improvement strategies. The system should include monitoring implementation of strategies and determining the extent to which implemented strategies are resulting in the desired impact. The principal should provide ongoing follow up and support necessary to improve professional practices (e.g., instruction and assessment strategies, behavioral techniques).

Resources:

Comprehensive School and District Improvement Planning. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
http://www.education.ky.gov/KDE/Administrative+Resources/School+
Improvement/Comprehensive+Improvement+Planning/

What Effective Schools Do, Lezotte and Snyder

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

Summary of Next Steps:

The principal should establish a comprehensive communication plan that addresses internal and external communication. The plan should identify how information from meetings (e.g., school council, committees, professional learning communities, department chairpersons, leadership team) will be disseminated to the staff and appropriate stakeholders. The principal should require all organized committees to regularly submit meeting agendas and minutes to school leadership for dissemination to appropriate stakeholder groups, including the school council.

The principal should hold school leaders (e.g., associate principals, staff in leadership positions) and teachers accountable for improving student behavior, instructional capacity and student achievement. The principal should clearly delineate the responsibilities of each associate principal and monitor to ensure each is carrying out the mission of the school. The principal should ensure he and his associates continuously and aggressively monitor classroom practices and provide feedback and support to teachers. The principal should ensure that all teachers understand and implement a behavior management program consistently throughout the school. The principal should ensure the associate principals handle discipline referrals promptly and fairly, communicate with teachers about actions taken and view teachers as partners in improving student behaviors.

The principal should ensure a school master schedule is created that addresses the needs of students achieving below their peers in reading and math. School leadership should ensure students are placed in intervention classes based on diagnostic data and classroom performance. The plan should include ongoing progress monitoring to identify how to group and regroup students as their learning needs change. The plan should include adequate time in the school schedule to provide quality intervention. The principal should ensure the program is monitored.

The principal should ensure all resources (i.e., fiscal, human, physical) are effectively used and are producing intended results. He should maximize use of instructional and non-instructional staff by clearly defining roles and responsibilities for each individual. He should develop a budget and allocate resources based on identified needs rather than previous expenditures. The school council should adopt a policy and the principal should implement procedures to evaluate programs and resource use.

The principal should collaborate with the staff to develop one comprehensive behavioral management system for Bryan Station High School. The principal and his associates should monitor to ensure procedures are implemented and provide support to teachers as they improve their classroom management skills. The principal should establish a process whereby teachers are kept informed about actions taken after referring students to leadership because of discipline issues. The principal should hold associates, school leaders and teachers accountable for improving student behavior. The principal should investigate how to maximize the use of all staff members (e.g., school resource officers' schedule and responsibilities, associate principals' supervision assignments, certified non-teaching staff supervision schedules and responsibilities) to aggressively address student behavioral issues.

The principal should develop a schedule to ensure he and his associates conduct ongoing classroom observations, provide meaningful, specific and timely feedback and support teachers as they work to improve instruction and assessment practices. The principal should hold himself, his associates, certified non-teaching staff members and teachers accountable for advancing student achievement. He should maximize the evaluation process to ensure ongoing monitoring and support is provided to teachers and non-teaching certified staff members to promote instructional improvements and student achievement.

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

In Conclusion:

The members of the Bryan Station High School Leadership Assessment Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Leadership Assessment Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:
> The principal does have the ability to lead the intervention and should remain as principal of the school to continue his roles and responsibilities established in KRS 160.345.

Council Authority:
> School council does have the ability to lead the intervention and does have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Leadership Assessment Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education:

_____Date:_____

I have received the leadership assessment report for Bryan Station High School.

Principal, Bryan Station High School

_____Date:_____

Superintendent, Fayette County Schools

_____Date:_____

| **1.1** | **Curriculum** | **Academic Performance** |

1.1d **Evidence of vertical communication, intentional focus on key curriculum transition points**

1.1f **Systematic process for monitoring, evaluating and reviewing curriculum**
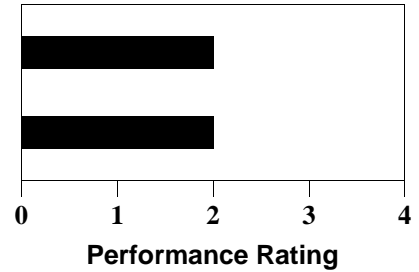
(Bar chart: Performance Rating, scale 0 to 4)
- 1.1d: 2
- 1.1f: 2

Performance Rating

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

2.1   Classroom Evaluation/Assessment   **Academic Performance**
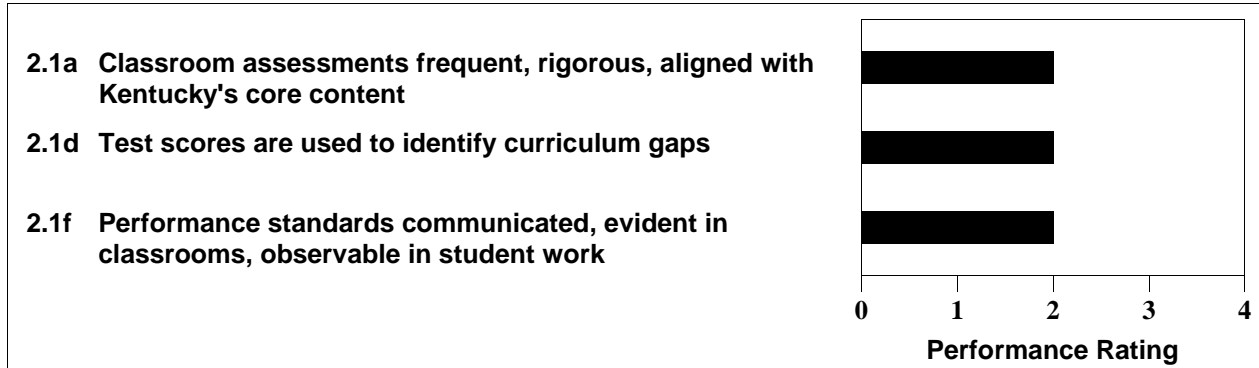
2.1a   Classroom assessments frequent, rigorous, aligned with Kentucky's core content

2.1d   Test scores are used to identify curriculum gaps

2.1f   Performance standards communicated, evident in classrooms, observable in student work

Performance Rating

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

3.1	**Instruction**	**Academic Performance**

3.1a **Evidence that effective and varied instructional strategies are used in all classrooms**

3.1b **Instructional strategies and learning activities are aligned**

3.1e **Evidence teachers incorporate the use of technology**

Performance Rating

4.1   School Culture   **Learning Environment**

4.1a **Leadership support for a safe, orderly and equitable learning environment**	
4.1b **Leadership creates experiences that all children can learn**	
4.1d **Teachers, staff involved in decision-making processes regarding teaching and learning**	
4.1f **School assigns staff...opportunities for ALL students**	
4.1i **Multiple communication strategies...to all stakeholders**	
4.1j **Evidence that student achievement is highly valued**	
4.1k **The school/district provides support...needs of all students**	

Performance Rating (scale 0 to 4):
- 4.1a: 2
- 4.1b: 2
- 4.1d: 2
- 4.1f: 2
- 4.1i: 2
- 4.1j: 3
- 4.1k: 2

Performance Rating

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

5.1   **Student, Family and Community Support**   **Learning Environment**

5.1a **Families and the community are active partners**

5.1b **All students have access to all the curriculum**

5.1c **Reduce barriers to learning**

5.1d **Students are provided opportunities to receive additional assistance**

5.1e **School maintains an accurate student record system**

Performance Rating

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

6.1   Professional Development   **Learning Environment**

6.1a   Support for the long-term professional growth of the individual staff members

6.1b   The school has an intentional plan for building instructional capacity

6.1c   Staff development priorities..alignment..goals for student performance

6.1e   Professional development is on-going and job-embedded

6.1f   Professional development planning connect student achievement data

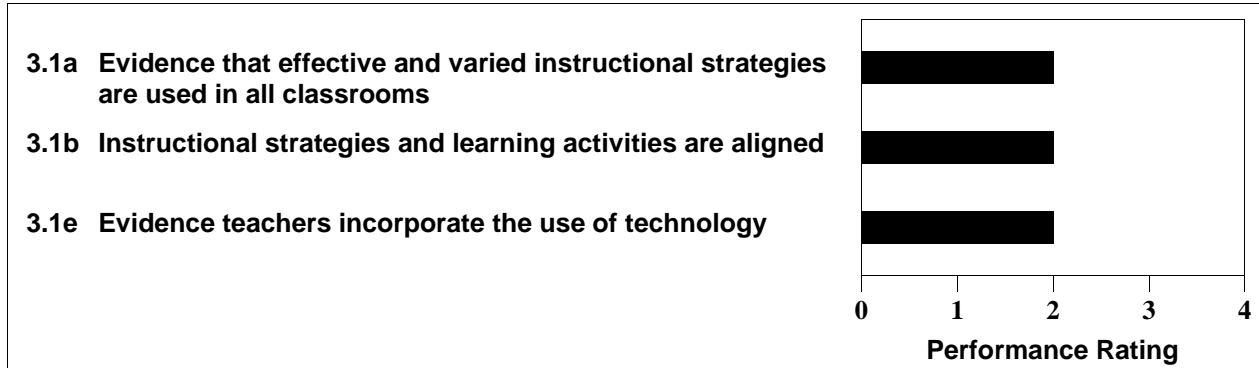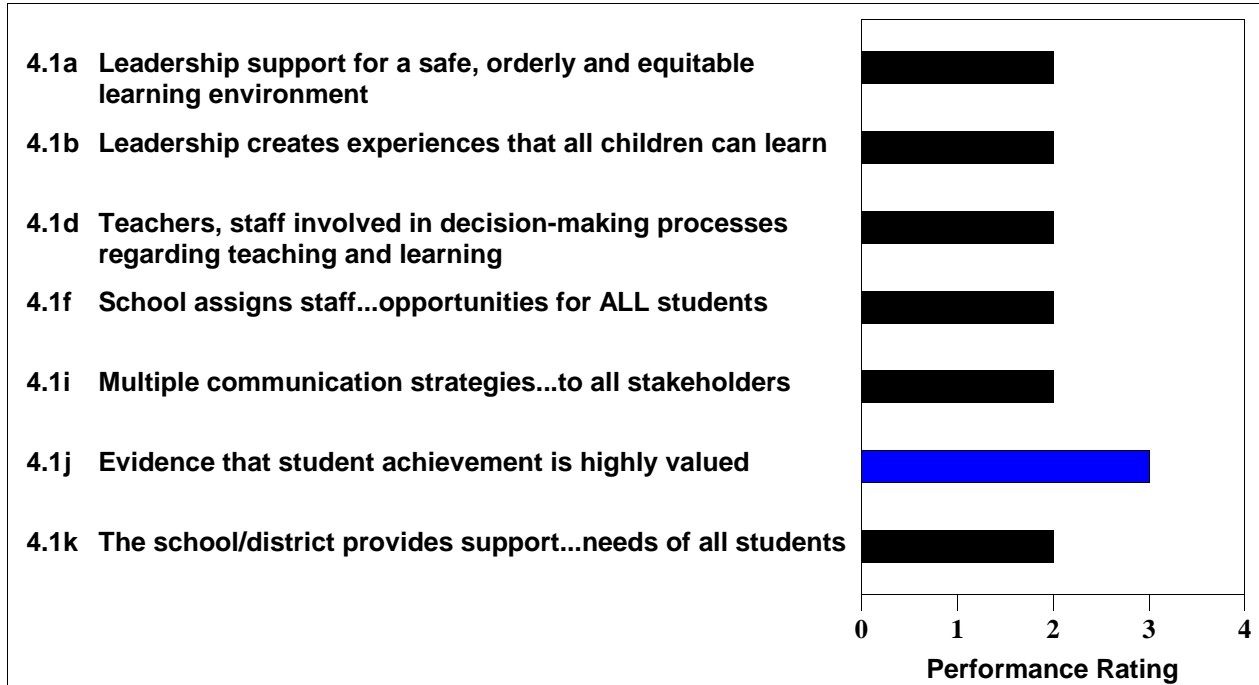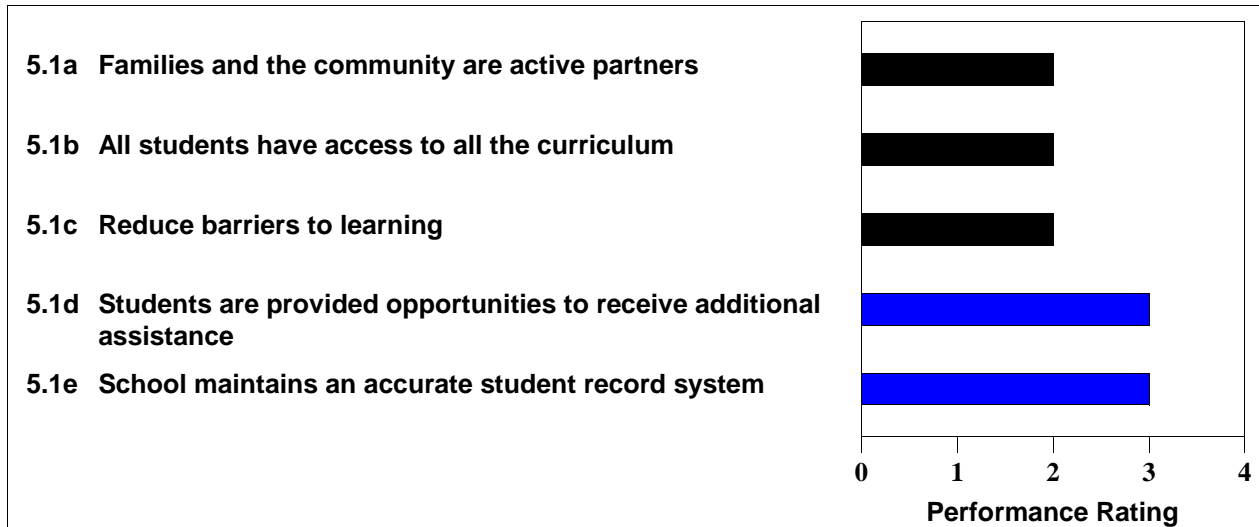
Performance Rating

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

6.2	Professional Growth and Evaluation	Learning Environment

6.2a Clearly defined evaluation process

6.2b Leadership provides the fiscal resources for the appropriate professional growth

6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency

6.2d A process of personnel evaluation which meets or exceeds standards set in statute

6.2f Evaluation process to provide teachers..change behavior and instructional practice
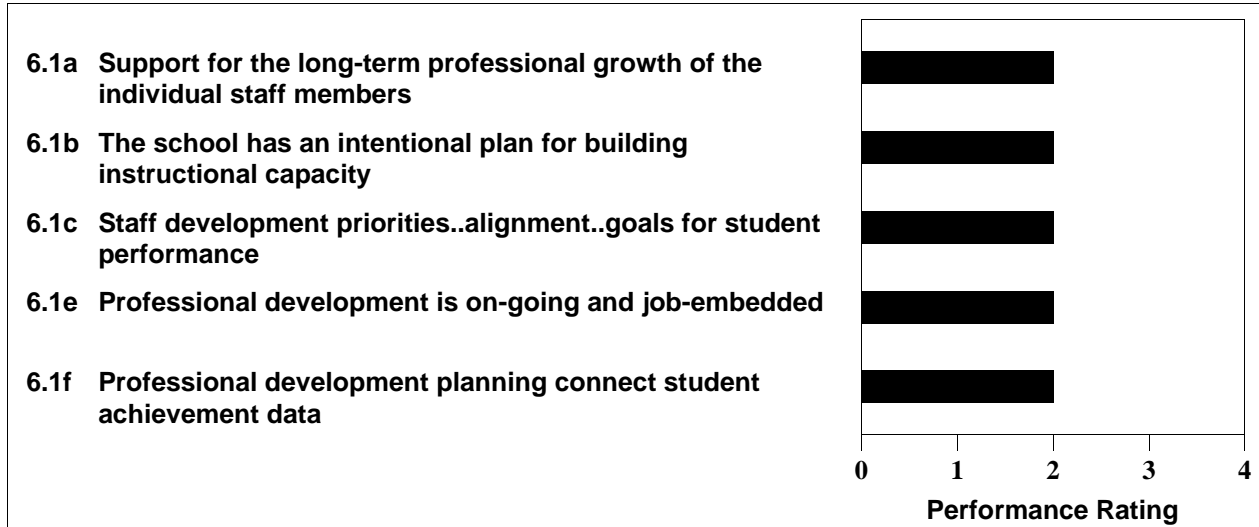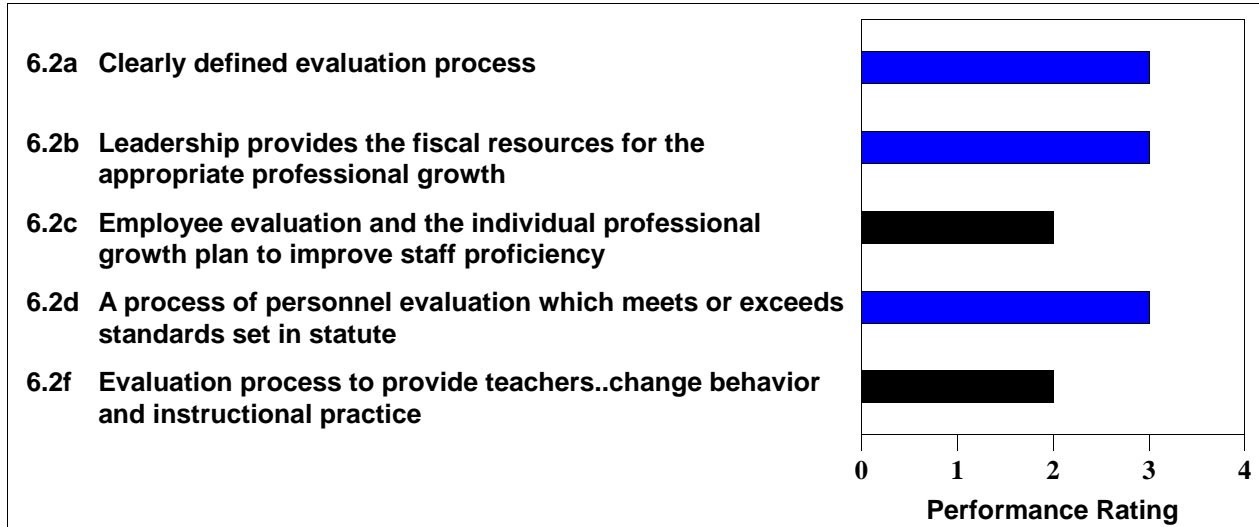

Performance Rating

Kentucky Department of Education

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

7.1   Leadership   **Efficiency**
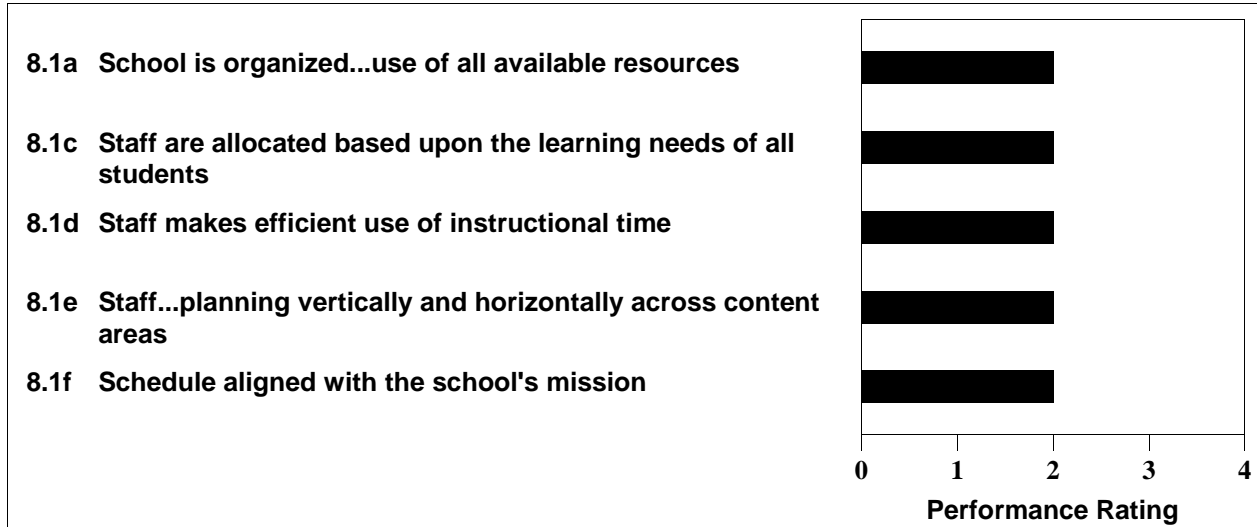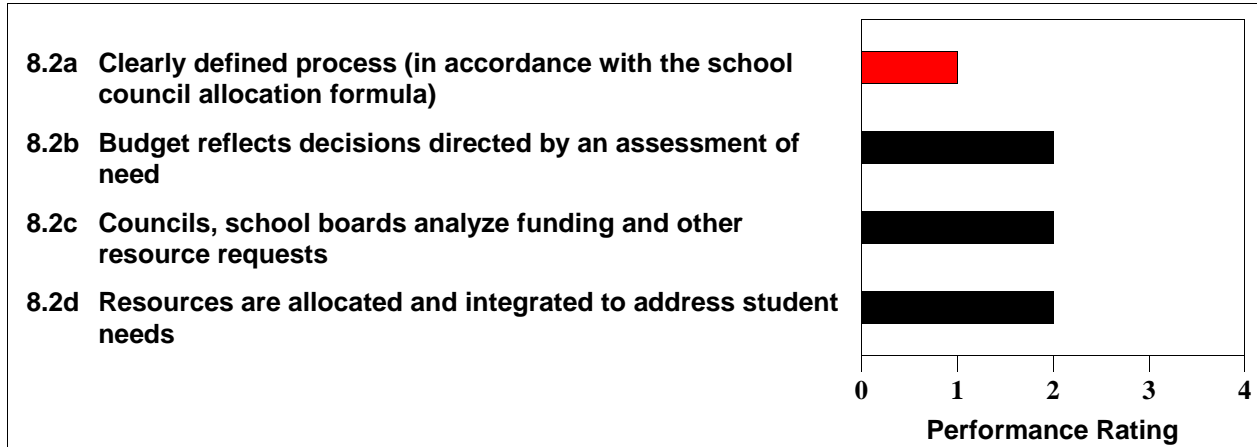
		Performance Rating
7.1a	**Leadership has developed and sustained a shared vision**	2
7.1b	**Leadership decisions focused on student academic data**	2
7.1c	**All administrators have a growth plan**	3
7.1d	**Evidence that the leadership team disaggregates data**	2
7.1e	**Leadership ensures all instructional staff...access to curriculum related materials**	3
7.1f	**Leadership ensures that time is protected...instructional issues**	2
7.1g	**Leadership plans and allocates resources**	2
7.1h	**School/district leadership provides policy and resource infrastructure**	2
7.1i	**Process for the development and the implementation of council policy**	2
7.1j	**SBDM council has an intentional focus on student academic performance**	2
7.1k	**Principal demonstrates leadership skills in academic performance, learning environment, efficiency**	2

Performance Rating

8.1   Organization of the School   **Efficiency**

8.1a   School is organized...use of all available resources

8.1c   Staff are allocated based upon the learning needs of all students

8.1d   Staff makes efficient use of instructional time

8.1e   Staff...planning vertically and horizontally across content areas

8.1f   Schedule aligned with the school's mission

Performance Rating

8.2 **Resource Allocation and Integration**   **Efficiency**

8.2a **Clearly defined process (in accordance with the school council allocation formula)**

8.2b **Budget reflects decisions directed by an assessment of need**

8.2c **Councils, school boards analyze funding and other resource requests**

8.2d **Resources are allocated and integrated to address student needs**

Performance Rating

9.1   Defining the School Vision, Mission, Beliefs   **Efficiency**

9.1a Collaborative process used to develop the vision, beliefs, mission	
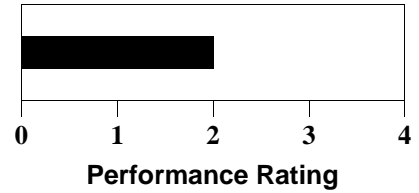
Performance Rating

0   1   2   3   4

9.2	**Development of the Profile**	**Efficiency**

9.2a	**Planning process involves collecting, managing and analyzing data**	
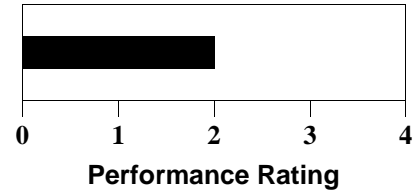
Performance Rating

9.4	**Analyzing Instructional and Organizational Effectiveness**	**Efficiency**

9.4a   Strengths and limitations are identified
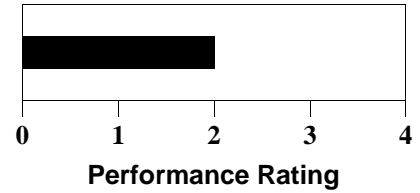
Performance Rating (bar extends to 2 on a scale of 0 to 4)

9.5   Development of the Improvement Plan   **Efficiency**

9.5c   Evaluating the effectiveness of improvement plan

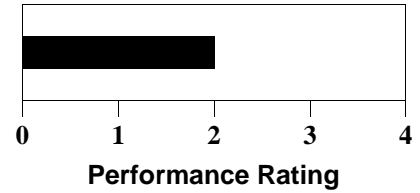Performance Rating

School Leadership Assessment Summary Report

Bryan Station High School

Fayette County School District

2/5/2012 - 2/10/2012

9.6 **Implementation and Documentation**   **Efficiency**

9.6a Plan is implemented as developed

9.6b School evaluates the degree to which it achieves the goals and objectives for student learning

9.6c The school evaluates the degree to which it achieves the expected impact

9.6d Evidence of attempts to sustain the commitment to continuous improvement

Performance Rating